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| Stage 1 – Desired Results | |
| **Established Goals:** *Illinois State Goal 19* - All Students will acquire movement skills and understand concepts to engage in healthy, safe basketball games and activities.  *21 –* All students will be able to develop team-building skills by working with others through physical activity. | |
| **Understandings:**  *Students will understand….*   * The basic rules and positions of the game of basketball. * The proper techniques of shooting a basketball. * The appropriate ways of dribbling and passing a basketball. | **Essential Questions:**   * Explain to me the basic rules of basketball. * Demonstrate how to appropriately dribble a basketball down the court? * In what scenario would it be better for me to utilize a bounce pass rather then a chest pass? * What acronym helps us remember the proper technique to shoot a basketball. * What professional basketball team is located in Chicago and name two players on that team? |
| *Students will know*   * How the game of basketball is to be played. * The appropriate situation of when to utilize a “specific” basketball pass. * What fouls are considered in basketball and how they are to be called. * Why shooting a basketball appropriately must meet the criteria of “BEEF” | *Students will be able to*   * Dribble and pass a basketball using the appropriate mechanics taught in class. * Organize their own individual basketball games while calling their own fouls through their understanding of the game. * Watch basketball on television and have an understanding of what is going on throughout the game. |
| Stage 2 – Assessment Evidence | |
| **Performance Tasks:**   * During group practice time in class students will participate in a variety of aerobic/anaerobic dribbling and passing drills to refine their skills in these skill themed areas of the game. Student progress is to be assessed through teacher observation and peer evaluation. * Individualized practice along with culminating games such as “Knockout” and “Horse” will provide students opportunities to assess their individual progress pertaining towards shooting a basketball. * Students will show that they know the rules of basketball through post-lesson verbal formative assessment. | **Other Evidence:**   * Verbal Formative Assessment * Mid-term Written Exam * Skills Assessment (Checklist) * 1-page Essay |
| Stage 3 – Learning Plan | |
| **Learning Activities:**   * Review and answer any questions students may still have from the previous unit. * Introduce the Essential Questions for the unit and offer the students a brief outline of what to expect throughout the unit including activities and final expectations. * Students will participate in a discussion panel that includes the teacher so that the students can share the rules of basketball that they are aware of and the teacher can add necessary information/rules if needed. * Address the students prior knowledge about the game and connect basketball to other activities or concepts that draw in the students’ interests * Through guided practice, students will have opportunities to explore their own ways of handling and shooting the basketball while explaining their thought process behind the task. * During guided practice and individual practice, students will be offered suggestions by the teacher of how to modify their basketball skills that may or may not include concepts of interdisciplinary learning such as the inclusion of language arts and english in the lesson. * Students will participate in daily mini-contests and culminating games in order to personally assess their progress through skill development. * Students will write a one-page paper near the end of the unit showing how much they understand about the game of basketball. * On the last day of the unit students will participate in organized games while the teacher observes the students’ understanding in the psychomotor and cognitive domains while closing with an introduction to the next unit to be covered. | |